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L'étude vise à connaître quelles sont les attitudes des élèves anglophones face à la maîtrise d'une langue seconde (l'anglais ou le français) par d'autres élèves (anglophones ou francophones); elle tente aussi de découvrir les implications de ces attitudes sur l'apprentissage d'une langue seconde. Il est possible en effet que la compétence en langue seconde d'un élève influence, positivement ou négativement, l'attitude des autres élèves à son égard.

Deux classes de sixième année de la région de Montréal ont participé à l'enquête: 31 élèves inscrits dans un programme d'immersion française depuis la maternelle et 35 élèves suivant l'enseignement régulier. Un questionnaire leur a été distribué. Ils devaient juger des élèves anglophones et francophones, lisant des textes écrits dans les deux langues, du point de vue de leur maîtrise de la langue, mais aussi en tant qu'individus: semblent-ils intelligents, agréables, etc.; aimeraient-ils les avoir pour compagnons; quelle semble être leur perception de l'autre groupe linguistique?

Les élèves des classes d'immersion et ceux de l'enseignement régulier présentent des réactions identiques face aux élèves s'exprimant dans une langue seconde et cette perception varie en fonction de la compétence du locuteur. La réaction des élèves était indépendante de leurs propres habiletés en langue seconde. De même, la langue elle-même ne semble pas une variable importante: qu'il s'agisse du français ou de l'anglais langue seconde, les élèves manifestent une attitude positive envers les locuteurs les plus habiles.

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Students' reactions to variations in second language competence.

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E D U Q 8270392

STUDENTS' REACTIONS TO VARIATIONS IN SECOND LANGUAGE COMPETENCE

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In their attempts to understand the process of second language learning, researchers have examined a variety of factors. Early research in the field focused on educational variables, and, in particular, those related to second language programming. This research has usually been of the evaluative type and has been used to compare different approaches to second language teaching: for example, the grammar translation method versus the audiolingual method, and, more recently, the bilingual or immersion method versus French-as-a-second-language methods.

The research focus shifted somewhat from second language teaching to the second language learner with the work of Gardner, Lambert and their colleagues, who investigated the role of attitudes in second language learning (Gardner & Lambert, 1972). These studies demonstrated not only the influence of the learner's attitudes toward the target language and toward the target language group on second language learning but also the significance of different types of motivational patterns(instrumental - integrative) in second language achievement. These motivational/attitudinal factors were found to be as important as cognitive/intellectual factors and also to operate independently of cognitive/intellectual variables. Thus, for example, this research demonstrated that a strong and positive attitude toward the second language and its associated culture and people can be as predictive of successful second language learning as a high I.Q. or so-called language aptitude.

Research focusing on the second language learner has been extended further to include a variety of other student-related characteristics, such as personality. In this regard, we have conducted research in the P.S.B.G.M. to define the constellation of social, affective and cognitive variables associated with successful second language learning and to investigate whether

there is a single critical constellation of such variables for different types of second language programs, e.g., French-as-a-second-language (FSL) versus Immersion (Genesee & Hamayan, 1977; Hamayan, Genesee & Tucker, 1977; Tucker, Hamayan & Genesee, 1976). The results of these studies suggest that the same language learning strategies may not be equally effective in all types of second language programs. For example, regular FSL programs may favor rote learning and rote use of language rules, perhaps as a result of the predominance of formal grammar training in FSL programs. In contrast, Immersion-type second language programs seem to favor creativity and spontaneity in learning a second language as part of a more general outgoing, experimental approach to using the language. More research in this domain is needed before definite and precise conclusions can be made.

The purpose of the current study was to investigate whether there are social norms in the second language classroom that relate students' perceptions and evaluations of other second language speakers to second language learning. In other words, do students learning a second language share common perceptions and attitudes about second language speakers who differ in their competence in the second language, and do these reactions influence their second language learning? It is commonly hypothesized that there are strong social norms which influence academic achievement. For example, attitudes concerning sex-roles are thought to mitigate against proficiency in the arts for male students and in the maths and sciences for female students. Indeed, objective testing often bears out these expectations.

Attitudes regarding second language proficiency may be especially evident and influential in bilingual communities, such as Montreal, where language may represent an important aspect of social identity and where inter-group attitudes may accord one group more prestige than the other (Lambert, Hodgson, Gardner & Fillenbaum, 1960). Under these circumstances, second language norms

may be expected to affect second language learning as students assert their cultural identity through language-related variables.

There is some evidence to support this possibility in a study by Gatbonton (1975) carried out with young adult French Canadians from Montreal. She found that the competence with which her French Canadian subjects spoke English influenced the social and political attitudes which were attributed to them by other French Canadians of the same age. More specifically, she found that French Canadians with native-like or near native-like pronunciation in English were judged to hold attitudes favorable toward English Canadians as a group, whereas persons with heavily accented English were judged to hold attitudes strongly in favor of the French Canadian group. Her subjects also reported that the person's desirability as a participant in different types of activities would depend upon his second language competence. Thus, competence in the second language was not always desirable; the value attached to second language competence depended upon the type of social situation. Further, those subjects who expressed favorable feelings toward the English Canadians were more willing to accept the native-like English speakers as participants than were the subjects who did not express favorable feelings toward English Canadians. These findings suggest that there is some agreement in the way second language speakers at different competence levels are perceived by others and that the second language speaker's acceptability as a participant in different types of activities may be influenced significantly by these perceptions.

These results led us to wonder if school children have analogous normative reactions to second language speakers of the same age and to question the consequences of such reactions for their second language learning.

Thus the current study was addressed to the following related questions:

(1) Do English Canadian students learning French as a second language share common perceptions of and reactions to other English Canadian students learning French and are these perceptions related to the persons' second language competence?

(2) Do students perceive second language speakers from different language groups in the same way, e.g., anglophone students speaking French-as-a-second-language and francophone students speaking English-as-a-second language? Or, do they vary as a function of the speaker's group membership (ingroup, outgroup)?

(3) Are these perceptions and reactions influenced by the students' own language experience or by the students' own competence in the second language? In this respect we investigated students who had been following an Immersion program and students who had been following a regular FSL program.

(4) Finally, what are the implications of the way students perceive second language competence for second language learning?

METHOD

Subjects

Two groups of grade 6 students from the same school were tested: Immersion students and English students. Both groups of students were native English speakers and spoke French as a second language. The Immersion group (n=31) had been following the Immersion program since Kindergarten while the English group of students (n=35) had been following a regular English language curriculum since Kindergarten with French being taught as a second language for 20-30 minutes per day each year.

Speech Samples

Speech samples, to be used later in the study, were generated by having grade 5 and 6 male students from English and French schools in Montreal read a passage of prose in English and in French. The French version was a translation of the English version. The passage was specially constructed so that the English version contained several phonological features and one intonation pattern which are characteristic of English and which, therefore, differentiate good from poor speakers of English as a second language. Similarly, the French version contained several phonological features and one intonation pattern which are useful for differentiating levels of competence in French as a second language.

The second language reading samples were subsequently rated by two trained, bilingual (English-French) linguists on three global dimensions (overall fluency, accent, intonation), and on each specific phonological and intonational feature. Ratings ranged from 1, native-like, to 7, inaccurate. On the basis of these ratings, nine French-as-a-second-language speakers and nine English-as-a-second-language speakers were selected to represent high, medium and low competence levels. Three speakers were selected from each group to represent each competence level. The average overall fluency ratings of the French-as-a-second-language speakers were: high = .50 ; medium = 4.25 ; low = 6.59. The average overall fluency ratings of the English-as-a-second-language speakers were: high = .54 ; medium = 4.62 ; low = 6.54.

Questionnaire

The students were asked to make a number of evaluative and affiliative judgements about the person represented by each speech sample. Judgements were made on 8 cm straight lines with the positive end of the scale being 0 and the negative end of the scale being 8. Ratings were calculated to the nearest quarter centimeter. The evaluative dimensions included: (1) intelligent -- not intelligent; (2) likeable - - not likeable; (3) good-looking -- not good-looking; (4) kind -- mean; and (5) trustworthy - - not trustworthy. These particular scales were selected on the basis of previous, related research. In addition, the students were asked to judge the second language competence of the speaker (speaks language: very well -- very poorly). These ratings were used to validate our classification of the speakers as possessing high, medium,or low competence.

The students were also asked to judge how much they would like each speaker to participate in a variety of activities; these included: (1) intra-school events (participation in an intra-mural badminton or volleyball game); (2) inter-school events (participation in a camping or ski trip with students from a neighboring French school); and (3) a social event (attendance at a party given by the person represented by the speech sample, or at a party given by the student listener). Participation in the intra-school and inter-school events could be in terms of membership (i.e., member of the badminton or ski team) or in terms of leadership (captain of the volleyball team or leader of the ski team). Different types of activities and different kinds of participation were included in order to assess whether certain levels of second language competence were more desirable than others for particular types of activities.

The students were also asked to estimate the speaker's admiration for members of the target language group (French Canadians for the anglophone speakers, and English Canadians for the francophone speakers). This judgement was requested in order to assess whether the speaker's competence in the second language would influence the listeners' perception of his (the speaker's) orientation or attitudes toward the target language group, as had been noted by Gatbonton in the case of adult French Canadians.

Finally, in order to assess whether the students' own competence in French or their attitudes toward the second language group were related to their perceptions of the speakers, the students were asked to rate their own competence in French and their admiration of French Canadians.

Procedure

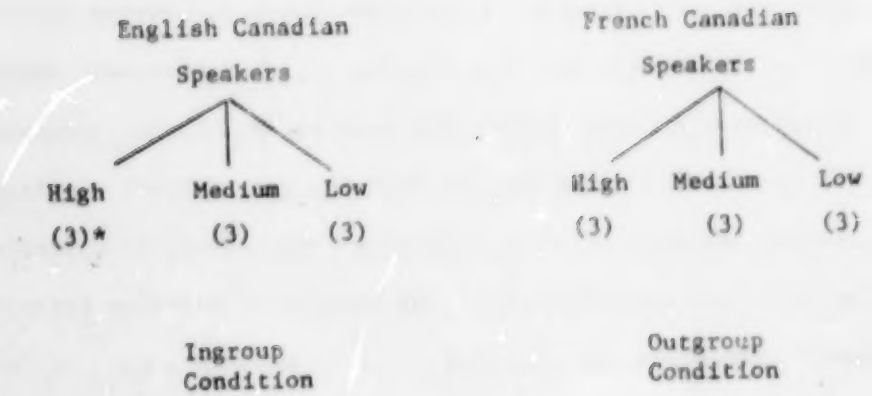
Two speech conditions were run: Ingroup (I) and Outgroup (O). Fifteen Immersion students (I) and 19 English students (E) were tested in the Ingroup condition (II, EI); 16 different Immersion students and 16 different English students were tested in the Outgroup condition (IO, EO).

In the Ingroup condition, the students listened to the anglophone speakers speaking French, while in the Outgroup condition, the students listened to the francophone speakers speaking English. Thus, each student listened to 9 speakers: 3 highly competent, 3 of medium competence, and 3 of low competence. For approximately half of each student group the speakers were French Canadians and for the other half they were English Canadians. See Figure 1 for a schematic of the design.

The students were tested in groups of five, and a different random order of speech samples was used for each sub-group. All students rated their own competence in French and their admiration for French Canadians prior to hearing and rating the nine speech samples. The students made their evaluative and affiliative judgements after listening to each speech sample. An example

FIGURE 1

SCHEMATIC OF RESEARCH DESIGN



* indicates number of speakers

preceded the testing.

RESULTS

Students' Perceptions of Speaker's Competence: The competence ratings assigned by each group of students(II, EI, IO, EO) to their respective speakers were analyzed separately using analysis of variance. The main variables were speaker competence (high, medium, low) and speaker (1 to 3 within each competence level). There were significant main effects due to the speaker competence variable for all four student groups (see Table 1). The students' evaluation of the speakers were always in the expected direction -- the more competent speakers were rated more competent than the less competent speakers. Thus, we were confident that, in general, the students' perceptions of the speakers coincided with our pre-experimental classification of them.

Evaluative Ratings

Separate analyses of variance were carried out on the ratings for each of the five evaluative scales: intelligent, likeable, good-looking, kind and trustworthy. The main variables were school group (Immersion, English), language group (Ingroup, Outgroup), speaker competence (high, medium, low) and speaker.

There were statistically significant main effects due to speaker competence on all five dimensions -- in every case, the more competent speakers were rated more positively than the less competent speakers, for the most part regardless of the speaker's language group and regardless of the students' school group (see Table 2). There was one significant interaction between school group and speaker competence, on the dimension "good-looking", $F(2,275) = 4.67$, $p < .05$; and one significant interaction between language group and speaker competence, on the dimension "likeable", $F(2,127) = 3.88$, $p < .05$. In neither of these interactions were the results markedly different from the main competence effect. Thus, in general, there was consensus among

the students in their perceptions of the speakers' personal attributes as a function of their second language competence -- the more competent second language speaker was generally rated more positively.

There was only one statistically significant main effect due to school group, on the dimension "good-looking", $F(1,67) = 11.42$, $p < .001$; and one significant main effect due to language group, on the dimension "intelligent", $F(1, 21) = 4.77$, $p < .05$. The school group effect indicates that the English students ($M = 3.91$) rated the speakers more good-looking than did the Immersion-students ($M = 4.40$), while the language group effect indicates that francophone speakers ($M = 2.90$) speaking English were rated more intelligent than were anglophone speakers ($M = 3.75$) speaking French.

There were significant interactions between school group and language group on three dimensions: good-looking, kind and trustworthy, G-L:$F(1,62) = 6.16$, $p < .05$; K: $F(1,62) = 6.16$, $p < .05$; T: $F(1,63) = 4.68$, $p < 05$. The Immersion students rated anglophones speaking French more favorably than, or almost the same as, francophones speaking English, whereas the English students rated francophones speaking English more favorably than anglophones speaking French (see Table 3). Thus, there was no evidence that the students' perceptions of second language speakers of different competence levels were influenced by their own language training or by the ingroup/outgroup status of the speaker. On the other hand, the English students tended to be generally more favorable toward the outgroup speakers than did the Immersion students. It is not clear from these results whether the English students were reacting more favorably to the outgroup speakers because they were francophone or because they were speaking English and the English students feel more comfortable in English than in French (c.f. Genesee, 1977). The latter possibility seems most likely.

Affiliative Ratings

Independent analyses of variance were carried out on the results for the six affiliation scales: 1) captain of an intra-school activity;

2) member of an intra-school activity;

3) leader of an inter-school activity with a French school;

4) member of an inter-school activity with a French school;

5) attendance at a party given by the speaker; and

6) attendance at a party given by the listener.

The results for the scale "admires English/French Canadians" were similarly analyzed and will be included here. The main variables were the same as those for the evaluative ratings' analyses: school group, language group, speaker competence and speaker.

There were significant main effects due to speaker competence for all of the affiliation scales, indicating that the speaker was rated more desirable as a participant in each type of activity as his competence in the language increased. These ratings were not influenced either by the students' school group or by the speakers' language group as evidenced by a lack of significant school group by competence and language group by competence interactions.

There were significant main effects due to language group for all six affiliation scales -- in every case, the Outgroup speakers were rated more desirable as participants than were the Ingroup speakers (See Table 4). These findings stand in sharp contrast to the evaluative results, where there was only one significant effect due to language group.

The results of the analyses of the "admires English/French Canadians" scale were the same: a main language group effect, $F(1,33) = 4.83$, $p < .05$,

indicating that the students thought the francophone speakers would admire English Canadians more than the anglophone speakers would admire French Canadians. The speaker's admiration for members of the second language group was thought to increase as his competence in the second language increased, $F(2,10) = 9.99$, $p < .01$.

Thus, there was consensus among the Immersion and English students that francophone speakers speaking English (i.e., Outgroup condition) and very competent second language speakers were more desirable as participants in all types of events than were anglophones speaking French or than incompetent second language speakers, respectively.

Affiliative ratings and students' ratings of own second language competence and admiration of French Canadians. In the previous analyses the students' evaluative ratings of the second language speakers were found to be largely uninfluenced by the students' school program or by the language group of the speaker (Ingroup, Outgroup); their affiliative ratings were similarly uninfluenced by their school program but were influenced by the speaker's language group.

To explore the role that the students' own competence in French might have on their affiliative ratings, new groups were created to reflect high and low levels of reported competence in French. Students from both the Immersion program and the English program who rated their own competence in French high, i.e., at or less than 1.25 on the scale, were included in the high competence group, while students who rated their competence in French low , i.e., at or above 4.00 on the scale, were included in the low competence group. An almost equal number of Immersion and English students were included in each group. This procedure was followed separately for

the students who had listened to the English Canadian speakers and for those who had listened to the French Canadian speakers. The resulting sample sizes and self competence ratings are presented in Table 5A.

Further, since Gatbonton (1975) found that her subjects' own group orientation (pro-French, pro-English) influenced their perceptions, subgroups of students from both the Immersion and English samples were selected to represent high and low degrees of admiration of French Canadians. This was done separately for students who were in the Ingroup condition and students who were in the Outgroup condition. The resulting sample sizes and admiration ratings are presented in Table 5B.

Analyses of variance were performed comparing the ratings of the high and low competence groups and of the high and low admiration groups on the six affiliation scales. In each case the variables were language group, self-rating (high competence/admiration, low-competence/admiration), speaker competence, speaker, event (intra-school, inter-school,social) and membership status (captain/leader/host, member/guest). Very briefly, and without giving the details of these analyses, the results reveal no evidence that the students' own reported competence in French or their reported level of admiration of French Canadians played a significant role in their decisions about affiliating with the second language speakers.

To explore further the relationship between the students' second language competence and their reactions to other second language speakers, one final set of analyses was carried out. A reading comprehension test (O.I.S.E., 1977) was administered to all of the English students and all of the Immersion students. Total number of correct responses constituted each student's score. These scores were then correlated with the corresponding student's evaluative and affiliative ratings of the <u>most</u>

competent Ingroup speaker and most competent Outgroup speaker. These particular speakers were chosen for the analyses in order to assess the relationship, if any, between the students' own competence in French, as measured by an objective test, and their reactions to very competent second language speakers either from their own linguistic group or from outside their group. A summary of these correlations is presented in Table 6.

The correlations which are significant for the English students are positive in the case of the Outgroup speaker but negative in the case of the Ingroup speaker. It should be recalled here that a low rating on the evaluation and affiliation scales represents the high or positive end of the scale. Therefore, these results indicate that the greater the English student's competence in French, the more positive he reported he would be toward affiliating with a member of his own linguistic group who was very competent in French, but the less positive he would be toward very competent second language speakers of the Outgroup from both an evaluative and affiliative point of view. The results of the other correlations for the English students, although not significant, and in some cases very low, support this finding.

The correlations for the Immersion students, although none was statistically significant, are interesting in relationship to those of the English students. The correlations of the Immersion students were negative, albeit insignificant, in the case of the Outgroup speaker, indicating that the more competent the Immersion student was in French, the more positive he reported he would be toward a very competent second language speaker of the Outgroup. This stands in sharp contrast to the results for the English students, whose correlations were significantly positive in the case of the Outgroup speaker. There was no strong tendency for the correlations of the Immersion students to be either

positive or negative in the case of the Ingroup speaker, suggesting that their reactions to speakers from their own linguistic group were not strongly influenced by their (i.e., the students') second language competence. An interpretation of these results will be offered in the next section.

DISCUSSION AND SUMMARY

The findings of this study indicate that the Immersion and English students shared common perceptions of and reactions to second language speakers and these perceptions and reactions depended upon the speakers' competence in the second language. More particularly, the very competent second language speakers, regardless of whether they were English or French Canadian, were perceived more positively along different evaluative dimensions and were judged more desirable as co-participants in a number of activities than were the second language speakers with less competence in the language.

The students' reactions to the speakers were not influenced by their (i.e. the students') own language experience (Immersion versus English), or by the students' own reported competence in French. In other words, all students reacted more favorably to the more competent second language speakers.

Nor was there evidence that the students' reactions to the speakers were influenced either by the language group membership of the speaker (English Canadian versus French Canadian) or even by the students' own attitudes toward French Canadians. Evidently, the students were strongly influenced by the quality of the language used by the speaker.

Furthermore, it seems that these students were strongly influenced by which language the speaker used. Other researchers have found that

speakers are evaluated less positively when they speak French than when they speak English (Lambert, Hodgson, Gardner & Fillenbaum, 1960). In these studies the same speakers, who were completely balanced bilinguals, were heard speaking English and French at different times so that the listeners assumed that the French speakers were French Canadian and the English speakers were English Canadian. In contrast, our students did not rate the French Canadian speakers less favorably than the English Canadian speakers. It may be that the students in the current study interpreted the francophones' use of English as a form of accommodation or consideration to them, thereby leading to a positive reaction on the part of our students. This type of reaction to linguistic accommodation has been noted in adults (Giles & Powesland, 1975). This may also be why the French Canadians speaking English were rated more desirable as co-participants than the English Canadians speaking French. The powerful influence that choice of language spoken can have on students in a bilingual setting is also attested to by the finding that the students from the English program generally perceived the French Canadians speaking English more positively than the English Canadians speaking French -- this finding was interpreted to reflect these particular students' strong preference to use English, and, as a result, their perception of people speaking English in a favorable light.

There was no evidence from the results of the affiliative ratings that desirability as a participant in the different types of activities was differentially dependent upon the speakers' second language competence, e.g., very competent speakers were desirable for certain types of activities but not for others. Thus, these results differ from those of Gatbonton with adult subjects.

When the students' own competence in French, as measured by the reading test, was correlated with their reactions to very competent second language speakers, an interesting, albeit difficult to explain, pattern of results emerged. Very briefly, it was noted that there was a stronger relationship

between the English students' measured proficiency in French and their reactions to the speakers than between the Immersion students' proficiency and their reactions. It would seem from these and other results in the study that language is a more salient variable for the English students than for the Immersion students. This language saliency effect may reflect their lack of confidence in settings where French is used. For the Immersion students, on the other hand, whether English or French is used may be less salient because of their considerable exposure to both languages. These possibilities would have to be investigated further before they could be discussed with any certainty.

In conclusion, the current results indicate that these students had a positive attitude toward second language proficiency and toward people who were very competent in either French or English as a second language. This, in turn, can be interpreted to reflect a positive attitude toward bilingualism. These attitudes were so strong that other potentially relevant factors, such as the students' language program, their attitudes toward French Canadians, and their own perceived competence in French, were relatively insignificant. It would also appear from this study that choice of language could have a powerful influence on students' social perceptions and reactions -- in contrast to previous studies where speakers who were assumed to be French Canadian were perceived less favorably than speakers who were assumed to be English Canadian, the French Canadian speakers in the current study were perceived as favorably as, and in the case of the English students more favorably than, the English Canadian speakers. It would be important to assess whether French Canadians who use French instead of English, as in the current study, are seen as non-accommodating and, therefore, in a less positive way. One might expect differences between Immersion and English students to emerge in this situation as a reflection of their different levels of proficiency in French.

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FOOTNOTES

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TABLE 1

STUDENTS' RATINGS OF SPEAKERS' COMPETENCE

	High	Medium	Low	F Ratio	df
Immersion Ingroup	2.78	3.56	7.12	24.10***	2,14
English Ingroup	2.81	3.84	6.53	7.96**	2,18
Immersion Outgroup	1.17	3.77	6.30	11.40**	2,15
English Outgroup	.95	2.95	5.32	19.96***	2,15

** $p < 01$; *** $p < 001$

TABLE 2

EVALUATIVE RATINGS BY SPEAKER COMPETENCE

Scale:	High Competence	Medium Competence	Low Competence
Intelligent	2.13	3.09	4.69**
Likeable	3.06	3.67	4.09*
Good-looking	4.07	4.78	4.98*
Kind	2.94	3.37	3.53*
Trustworthy	3.63	4.15	4.54*

* $p < .05$; ** $p < .01$

TABLE 3

EVALUATIVE RATINGS:

SCHOOL GROUP X LANGUAGE GROUP

	Immersion	English	Immersion	English	Immersion	English
Ingroup	4.62	4.37	2.81	3.31	3.51	4.24
Outgroup	4.17	3.48	3.15	2.60	3.79	3.29
	Good-looking		Kind		Trustworthy	

TABLE 4

AFFILIATIVE RATINGS

	(A) by LANGUAGE GROUP		(B) by SPEAKER COMPETENCE		
Item:	Ingroup	Outgroup	High	Medium	Low
Captain - Intra	5.09	3.82***	3.84	4.26	5.07***
Member-Intra	4.13	3.02***	3.09	3.81	4.50***
Leader-Inter	5.21	3.90***	3.93	4.84	5.54***
Member-Inter	3.90	3.02***	2.99	3.68	4.32***
Party-Speaker's	5.02	3.96*	3.78	4.62	5.25***
Party-Student's	5.34	4.12**	3.95	4.72	5.49**
Admires EC/FC	4.23	3.55*	3.90	5.08	7.09**

*$p < .05$; **$p < .01$; ***$p < .001$

TABLE 5

A) SUMMARY OF SAMPLE SIZES AND COMPETENCE RATINGS FOR HIGH AND LOW COMPETENCE GROUPS

	High	Low
Ingroup:		
Sample Size	11	12
Self Rating	1.43	5.79
Outgroup:		
Sample Size	9	7
Self Rating	.69	5.36

B) SUMMARY OF SAMPLE SIZES AND ADMIRATION RATINGS FOR HIGH AND LOW ADMIRATION GROUPS

	High	Low
Ingroup:		
Sample Size	11	13
Self Rating	1.50	5.56
Outgroup:		
Sample Size	11	9
Self Rating	.56	5.42

TABLE 6

SUMMARY OF CORRELATIONS BETWEEN READING SCORES AND EVALUATIVE AND AFFILIATIVE RATINGS

	Ingroup		Outgroup	
	Immersion	English	Immersion	English
Intelligent	.17	-.01	.03	.30
Likable	-.30	-.41	-.28	.66**
Good-looking	-.30	-.26	-.41	.42*
Kind	.39	.31	-.31	.64**
Trustworthy	.39	.03	-.05	.56**
Captain/V.ball	.19	-.10	.38	.52*
Member/Bton.	-.09	-.68**	-.22	.21
Leader/Camp	.12	-.56*	-.40	.60**
Member/Ski	-.17	-.53*	-.37	.21
Party/Student's	-.13	-.04	-.56	.58**
Party/Speaker's	-.35	-.11	.56	.43*

* $p < .05$; ** $p < .01$